

Benchmark Reports

This section contains nine reports presenting data for **all students**, for students by **enrollment status** (e.g., part- and full-time), and for students by **credit hour status** (0 to 29 and 30+ credits).

The first report, on page B1, is a **Summary Table** of scores for **all students** on each of the five benchmarks: 1) Active and Collaborative Learning, 2) Student Effort, 3) Academic Challenge, 4) Student-Faculty Interactions, and 5) Support for Learners for your institution, a comparison group, and all *CCSSE* 2005 colleges.

The **2005 CCSSE Benchmark Deciles Report**, on page B2, highlights the five benchmark deciles for **all students** at your institution. Deciles are percentile scores that divide the frequency of benchmark scores into ten equal groups. A percentile represents the point at or below which a specified percentage of the college benchmark scores fall. For example, the 60th percentile represents the point at or below which 60 percent of the college benchmark scores fall for the respective comparison group. Deciles are listed for the entire 2005 participating group of colleges and for each appropriate breakdown according to college size and urbanicity. **To help you gauge your college's performance relative to the comparison groups, the shaded area on the tables indicate the deciles that are less than or equal to your benchmark scores.**

The third report – **Bar Charts and Benchmark Item Composition** - uses bar charts to represent the data provided in the summary table, for **all students** for each benchmark (pp. B3 - B7). In addition, it provides a listing of items from *The Community College Student Report* making up that particular benchmark (e.g., Active and Collaborative Learning).

The next series of reports, found on pages B8 through B14, contain the same reports described above broken down by **enrollment status** for your institution, a comparison group, and all *CCSSE* 2005 colleges.

The final set of reports, pages B15 through B21, highlight data for all students by **credit hour status** for your institution, a comparison group, and all *CCSSE* 2005 colleges.

Community College Survey of Student Engagement
 2005 Benchmark Summary Table - All Students
Austin Community College

All Students				
Benchmark	Austin Community College	Comparison Group Statistics		
			ExLarge Colleges	2005 Colleges
Active and Collaborative Learning	46.8	Benchmark Score	48.4	50.0
		Score Difference	-1.7	-3.2
Student Effort	46.6	Benchmark Score	49.1	50.0
		Score Difference	-2.5	-3.4
Academic Challenge	49.3	Benchmark Score	49.3	50.0
		Score Difference	0.1	-0.7
Student-Faculty Interaction	52.2	Benchmark Score	48.4	50.0
		Score Difference	3.8	2.2
Support for Learners	47.2	Benchmark Score	48.6	50.0
		Score Difference	-1.4	-2.8
		Number of Colleges	18	257

Benchmark Score: Each benchmark score was computed by averaging the scores on survey items that comprise that benchmark. To compensate for disproportionately large numbers of full-time students in the sample, all means used in the creation of the benchmarks are weighted by full- and part-time status. Benchmark scores are standardized so that the weighted mean across all students is 50 and the standard deviation across all participating students is 25. Institutions' benchmark scores are computed by taking the weighted average of their students' standardized scores.

Score Difference: The result of subtracting the comparison group score (same size colleges or 2005 colleges) from your college's score on each benchmark.

2005 CCSSE Benchmark Deciles

All Students

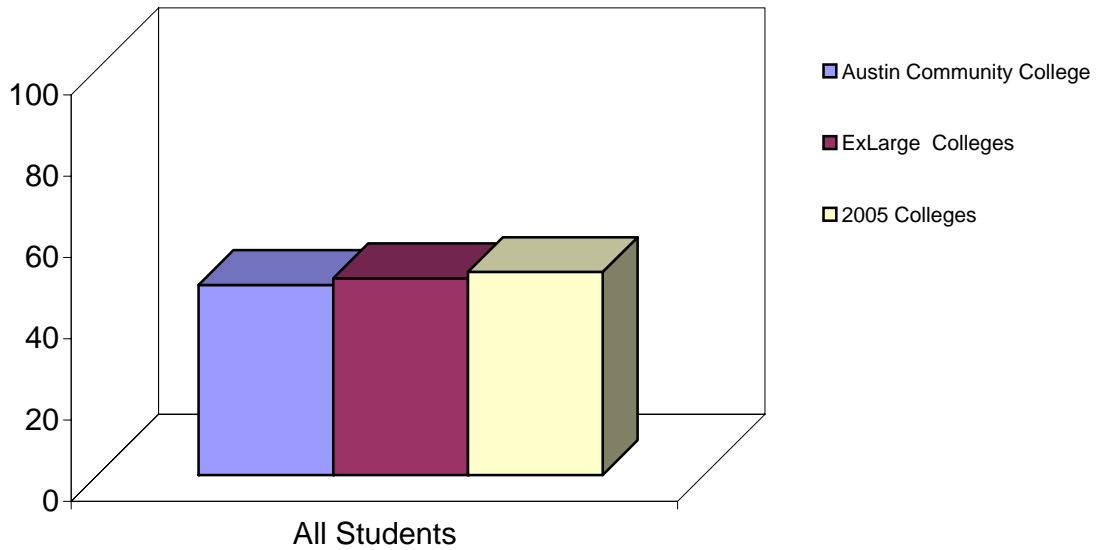
Austin Community College

These tables present the range of institutional scores by decile for the five benchmarks of effective educational practice for all participating students. Deciles are percentile scores that divide the frequency of benchmark scores into ten equal groups. Deciles are listed for the entire 2005 participating group of colleges and for each appropriate breakdown according to college size and college urbanicity. A percentile represents the point at or below which a specified percentage of the college benchmark scores fall. For example, the 60th percentile represents the point at or below which 60 percent of the college benchmark scores fall for the respective comparison group. To help you gauge your college's performance relative to the comparison groups, the shaded areas on the national, size, or urbanicity tables indicate the deciles that are less than or equal to your benchmark score.

All Students											
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
All 2005 Colleges											
Active and Collaborative Learning	38.4	45.6	47.2	48.1	49.2	50.2	51.0	51.7	52.7	55.0	67.4
Student Effort	38.9	46.1	47.4	48.4	49.5	50.6	51.4	52.2	53.5	55.0	60.2
Academic Challenge	39.9	45.6	47.4	48.9	49.6	50.1	50.8	51.7	52.6	53.9	66.5
Student - Faculty Interaction	41.2	45.8	47.7	48.8	49.9	50.8	51.7	52.6	54.1	55.9	66.0
Support for Learners	42.3	45.9	47.2	48.0	49.4	50.3	51.2	52.4	54.4	56.7	62.6
Small Colleges											
Active and Collaborative Learning	38.4	46.1	47.7	48.7	49.7	50.8	51.4	52.6	53.7	56.7	67.4
Student Effort	40.7	46.3	47.8	49.4	50.7	51.2	52.0	53.0	53.9	55.3	59.6
Academic Challenge	41.4	45.5	47.4	48.6	49.5	50.2	50.8	51.8	52.8	54.4	66.5
Student - Faculty Interaction	41.2	46.5	48.4	49.7	50.9	51.8	52.8	54.1	55.4	57.3	66.0
Support for Learners	44.9	47.1	48.0	49.2	50.3	51.6	52.9	54.5	56.1	58.0	62.6
Medium Colleges											
Active and Collaborative Learning	42.7	44.8	47.5	48.1	48.9	50.0	51.0	51.7	52.5	53.8	60.6
Student Effort	38.9	45.7	47.7	48.4	48.9	49.7	51.0	51.9	52.7	54.4	58.3
Academic Challenge	39.9	46.4	48.6	49.4	49.7	50.1	50.8	51.9	53.0	54.3	57.5
Student - Faculty Interaction	44.4	45.4	47.7	48.5	49.3	49.9	50.9	52.3	52.9	54.2	56.2
Support for Learners	42.3	44.9	46.7	47.6	48.5	49.6	50.5	51.8	52.4	54.5	59.5
Large Colleges											
Active and Collaborative Learning	43.6	45.6	46.5	47.8	48.2	49.7	50.1	50.7	51.2	52.6	55.0
Student Effort	45.7	46.0	47.4	48.5	48.6	49.8	50.7	51.1	51.9	54.5	60.2
Academic Challenge	45.3	45.6	46.9	49.0	50.1	50.5	51.4	52.3	52.7	53.8	56.6
Student - Faculty Interaction	43.2	45.0	47.2	48.6	49.4	50.2	50.7	51.0	52.1	53.6	55.9
Support for Learners	42.8	45.3	45.8	47.1	47.8	49.5	49.9	51.2	52.0	53.9	56.6
Extra Large Colleges											
Active and Collaborative Learning	45.2	45.7	45.8	46.1	46.8	47.2	48.6	50.9	51.0	52.4	55.1
Student Effort	45.1	45.8	46.2	46.5	47.8	48.0	49.0	50.5	52.0	54.1	55.1
Academic Challenge	44.6	45.3	47.7	48.5	49.5	49.6	50.0	50.0	51.2	52.6	52.6
Student - Faculty Interaction	43.3	43.8	45.3	46.5	47.7	49.1	49.7	50.3	51.4	52.2	52.4
Support for Learners	43.8	45.0	45.9	47.2	47.9	48.0	49.4	49.5	50.7	51.3	58.0
Urban Colleges											
Active and Collaborative Learning	41.7	45.7	46.8	47.8	49.3	50.2	51.0	51.4	52.5	54.7	60.3
Student Effort	41.7	47.3	48.2	48.6	49.4	50.9	51.7	52.4	54.4	55.5	60.2
Academic Challenge	45.3	46.9	48.9	49.6	50.0	50.4	51.5	52.6	53.7	55.1	66.5
Student - Faculty Interaction	43.2	45.4	46.9	48.3	48.8	50.1	50.7	52.2	53.3	54.3	60.7
Support for Learners	43.8	45.8	47.2	48.0	48.8	49.7	50.8	51.8	52.4	55.0	59.5
Suburban Colleges											
Active and Collaborative Learning	42.4	45.5	46.0	47.8	48.3	49.6	50.8	51.2	52.0	53.8	67.4
Student Effort	43.4	45.8	46.3	47.8	48.5	49.6	50.6	51.6	52.3	54.1	59.6
Academic Challenge	41.9	45.3	47.3	49.3	49.5	50.1	50.6	51.0	52.4	52.8	59.3
Student - Faculty Interaction	41.2	44.9	47.5	48.4	49.9	50.5	51.1	51.8	54.2	55.0	59.0
Support for Learners	42.3	44.9	45.7	47.3	48.5	49.6	50.0	51.1	52.2	56.7	62.6
Rural Colleges											
Active and Collaborative Learning	38.4	46.1	47.7	48.4	49.3	50.3	51.4	52.7	53.7	56.1	62.0
Student Effort	38.9	46.1	46.8	48.4	50.2	50.9	51.7	52.5	53.6	54.4	58.4
Academic Challenge	39.9	45.2	46.9	48.2	49.0	49.8	50.7	51.5	52.4	53.8	56.8
Student - Faculty Interaction	42.6	46.5	48.6	49.6	50.6	51.4	52.4	52.9	55.1	57.1	66.0
Support for Learners	42.4	46.7	47.7	48.5	50.3	51.2	52.8	54.4	55.6	57.5	61.8

**Active and Collaborative Learning
Bar Charts and Benchmark Item Composition
All Students**

Description - Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, the community, and their personal lives.



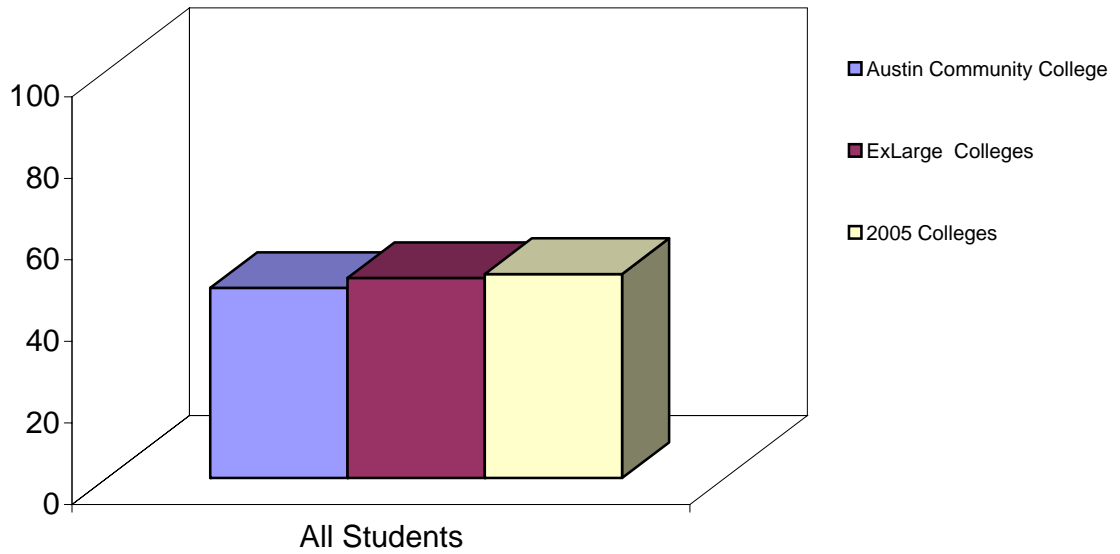
Benchmark Scores

	Austin Community College	ExLarge Colleges	2005 Colleges
All Students	46.8	48.4	50.0

Active and Collaborative Learning	
4a.	Asked questions in class or contributed to class discussions
4b.	Made a class presentation
4f.	Worked with other students on projects during class
4g.	Worked with classmates outside of class to prepare class assignments
4h.	Tutored or taught other students (paid or voluntary)
4i.	Participated in a community-based project as a part of a regular course
4r.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

Student Effort
Bar Charts and Benchmark Item Composition
All Students

Description - Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.

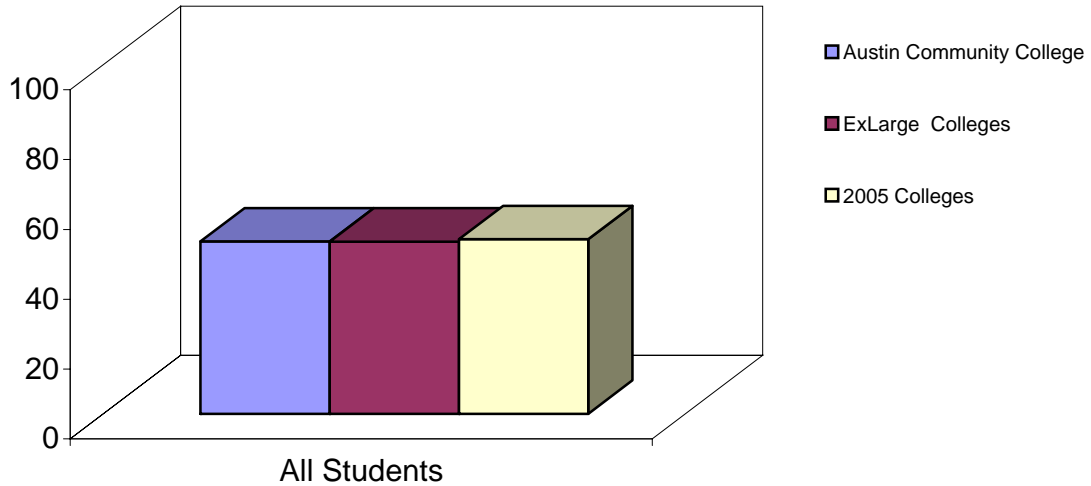


Benchmark Scores			
	Austin Community College	ExLarge Colleges	2005 Colleges
All Students	46.6	49.1	50.0

Student Effort	
4c.	Prepared two or more drafts of a paper or assignment before turning it in
4d.	Worked on a paper or project that required integrating ideas or information from various sources
4e.	Come to class without completing readings or assignments
6b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
10a.	Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)
13d.	Frequency of use: Peer or other tutoring
13e.	Frequency of use: Skill labs
13h.	Frequency of use: Computer lab

Academic Challenge
Bar Charts and Benchmark Item Composition
All Students

Description - Challenging intellectual and creative work is central to student learning and collegiate quality. Ten survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance.

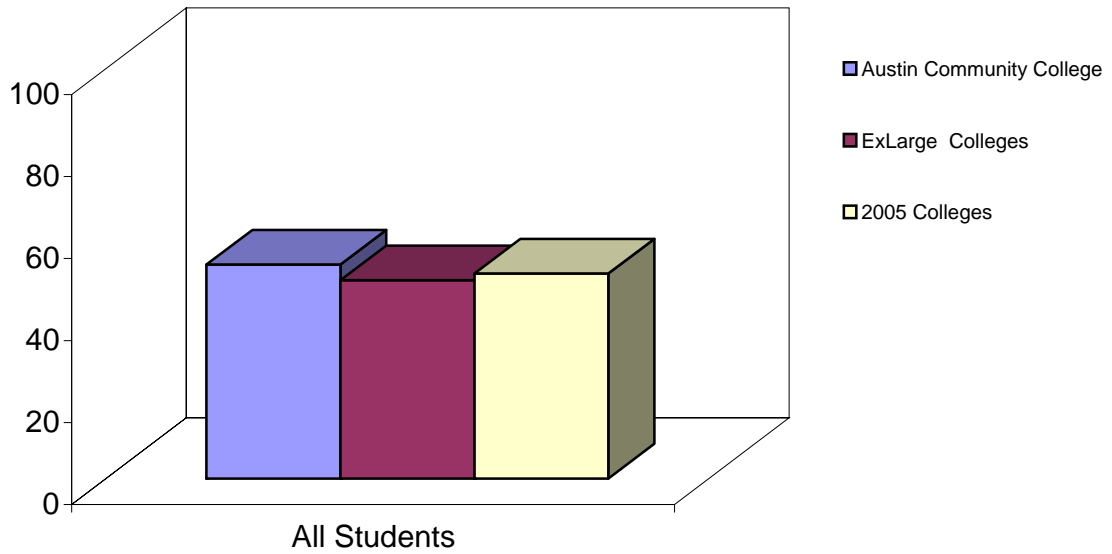


Benchmark Scores			
	Austin Community College	ExLarge Colleges	2005 Colleges
All Students	49.3	49.3	50.0

Academic Challenge	
4p.	Worked harder than you thought you could to meet an instructor's standards or expectations
5b.	Analyzing the basic elements of an idea, experience, or theory
5c.	Synthesizing and organizing ideas, information, or experiences in new ways
5d.	Making judgments about the value or soundness of information, arguments, or methods
5e.	Applying theories or concepts to practical problems or in new situations
5f.	Using information you have read or heard to perform a new skill
6a.	Number of assigned textbooks, manuals, books, or book-length packs of course readings
6c.	Number of written papers or reports of any length
7	Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college
9a.	Encouraging you to spend significant amounts of time studying

**Student-Faculty Interaction
Bar Charts and Benchmark Item Composition
All Students**

Description - In general, the more contact students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

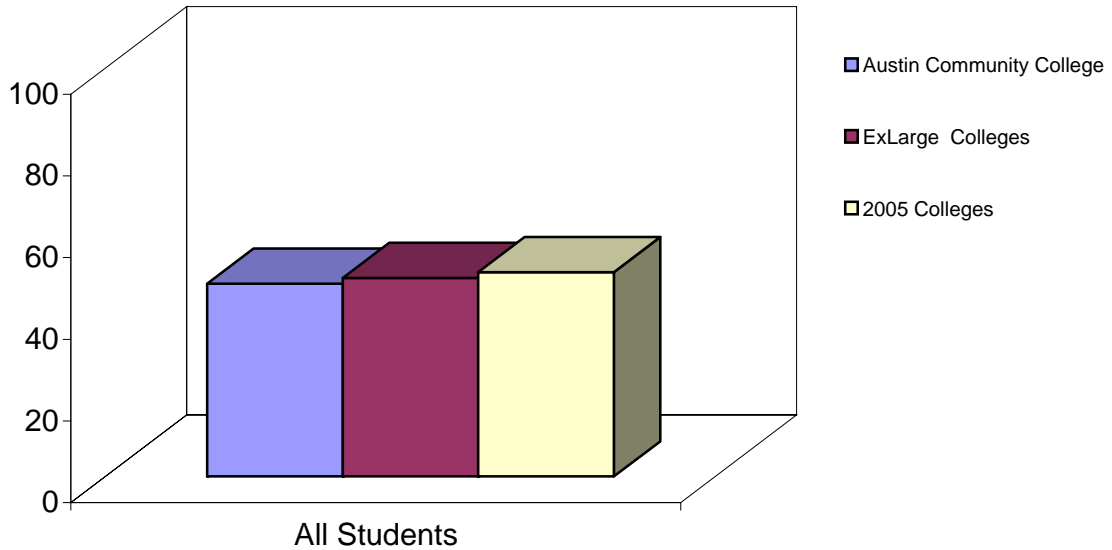


Benchmark Scores			
	Austin Community College	ExLarge Colleges	2005 Colleges
All Students	52.2	48.4	50.0

Student-Faculty Interaction	
4k.	Used email to communicate with an instructor
4l.	Discussed grades or assignments with an instructor
4m.	Talked about career plans with an instructor or advisor
4n.	Discussed ideas from your readings or classes with instructors outside of class
4o.	Received prompt feedback (written or oral) from instructors on your performance
4q.	Worked with instructors on activities other than coursework

**Support for Learners
Bar Charts and Benchmark Item Composition
All Students**

Description - Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus.



Benchmark Scores

	Austin Community College	ExLarge Colleges	2005 Colleges
All Students	47.2	48.6	50.0

Support for Learners	
9b.	Providing the support you need to help you succeed at this college
9c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
9d.	Helping you cope with your non-academic responsibilities (work, family, etc.)
9e.	Providing the support you need to thrive socially
9f.	Providing the financial support you need to afford your education
13a.	Frequency: Academic advising/planning
13b.	Frequency: Career Counseling

Community College Survey of Student Engagement
2005 Benchmark Report
Austin Community College

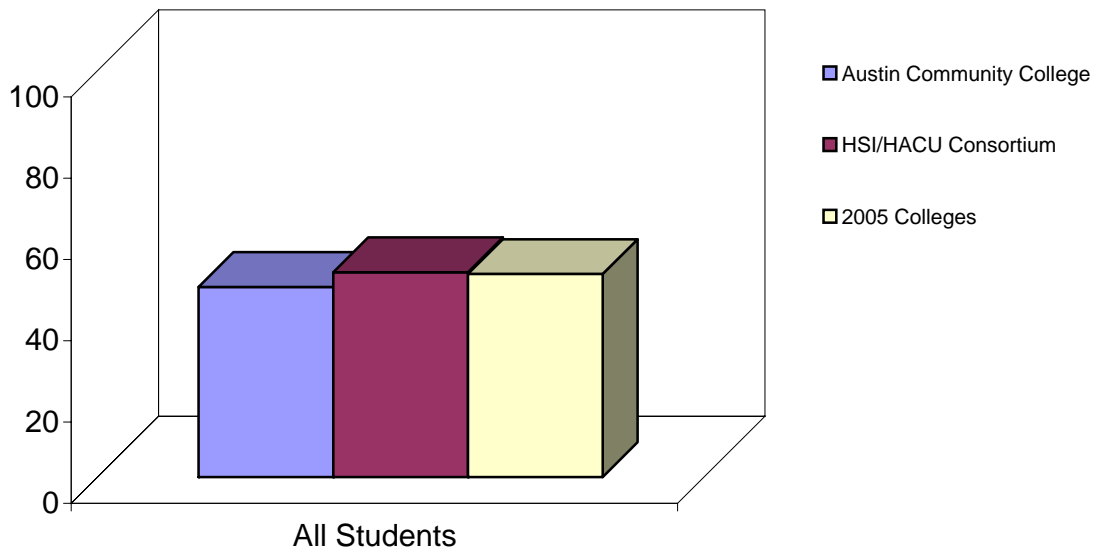
All Students				
Benchmark	Austin Community College	Comparison Group Statistics		
			HSI/HACU Consortium	2005 Colleges
Active and Collaborative Learning	46.8	Benchmark Score	50.4	50.0
		Score Difference	-3.6	-3.2
Student Effort	46.6	Benchmark Score	52.0	50.0
		Score Difference	-5.4	-3.4
Academic Challenge	49.3	Benchmark Score	50.6	50.0
		Score Difference	-1.3	-0.7
Student-Faculty Interaction	52.2	Benchmark Score	50.0	50.0
		Score Difference	2.2	2.2
Support for Learners	47.2	Benchmark Score	51.9	50.0
		Score Difference	-4.7	-2.8
		Number of Colleges	16	257

Benchmark Score: Each benchmark score was computed by averaging the scores on survey items that comprise that benchmark. To compensate for disproportionately large numbers of full-time students in the sample, all means used in the creation of the benchmarks are weighted by full- and part-time status. Benchmark scores are standardized so that the weighted mean across all students is 50 and the standard deviation across all participating students is 25. Institutions' benchmark scores are computed by taking the weighted average of their students' standardized scores.

Score Difference: The result of subtracting the comparison group score (same consortia colleges or 2005 colleges) from your college's score on each benchmark.

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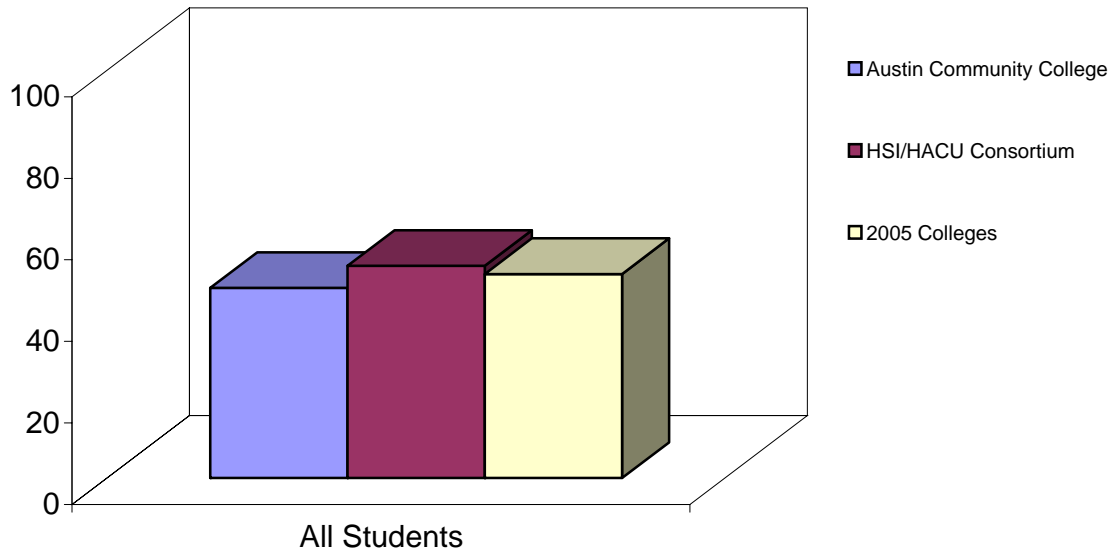
Benchmark Scores

	Austin Community College	HSI/HACU Consortium	2005 Colleges
All Students	46.8	50.4	50.0

Active and Collaborative Learning	
4a.	Asked questions in class or contributed to class discussions
4b.	Made a class presentation
4f.	Worked with other students on projects during class
4g.	Worked with classmates outside of class to prepare class assignments
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Student Effort
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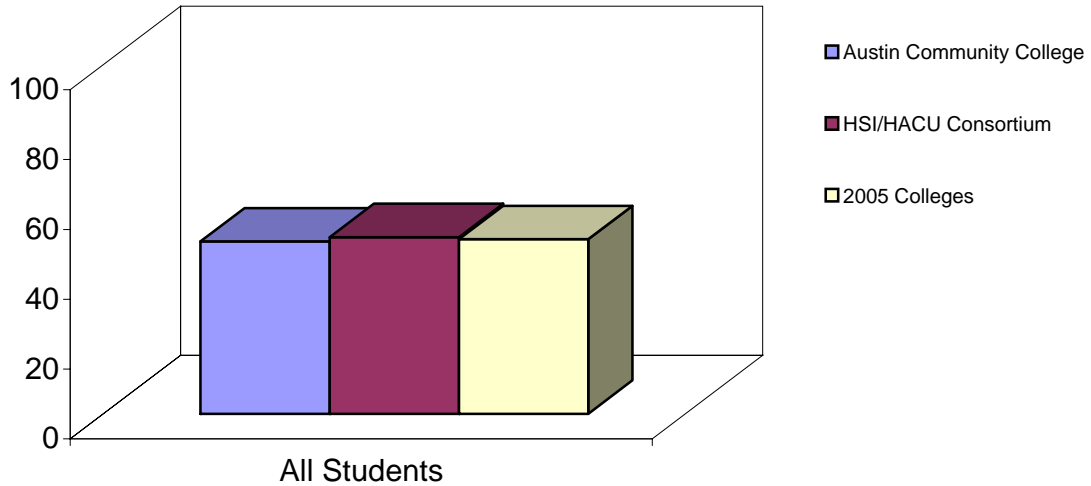


Benchmark Scores			
	Austin Community College	HSI/HACU Consortium	2005 Colleges
All Students	46.6	52.0	50.0

Student Effort	
4c.	Prepared two or more drafts of a paper or assignment before turning it in
4d.	Worked on a paper or project that required integrating ideas or information from various sources
4e.	Come to class without completing readings or assignments
6b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
10a.	Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)
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Academic Challenge
Bar Charts and Benchmark Item Composition
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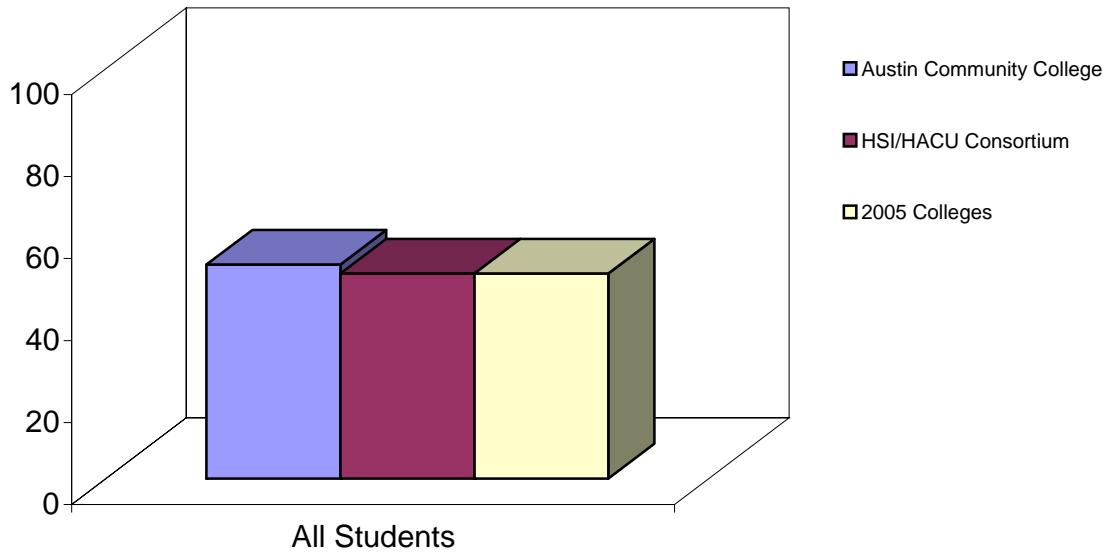


Benchmark Scores			
	Austin Community College	HSI/HACU Consortium	2005 Colleges
All Students	49.3	50.6	50.0

Academic Challenge	
4p.	Worked harder than you thought you could to meet an instructor's standards or expectations
5b.	Analyzing the basic elements of an idea, experience, or theory
5c.	Synthesizing and organizing ideas, information, or experiences in new ways
5d.	Making judgments about the value or soundness of information, arguments, or methods
5e.	Applying theories or concepts to practical problems or in new situations
5f.	Using information you have read or heard to perform a new skill
6a.	Number of assigned textbooks, manuals, books, or book-length packs of course readings
6c.	Number of written papers or reports of any length
7	Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college
9a.	Encouraging you to spend significant amounts of time studying

Student-Faculty Interaction
Bar Charts and Benchmark Item Composition
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Description - In general, the more contact students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

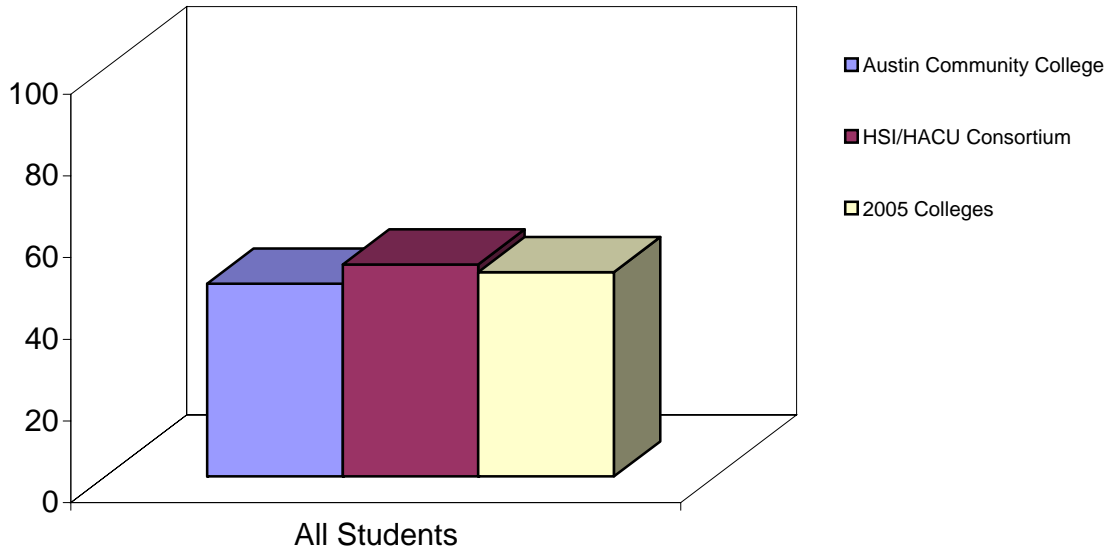


Benchmark Scores			
	Austin Community College	HSI/HACU Consortium	2005 Colleges
All Students	52.2	50.0	50.0

Student-Faculty Interaction	
4k.	Used email to communicate with an instructor
4l.	Discussed grades or assignments with an instructor
4m.	Talked about career plans with an instructor or advisor
4n.	Discussed ideas from your readings or classes with instructors outside of class
4o.	Received prompt feedback (written or oral) from instructors on your performance
4q.	Worked with instructors on activities other than coursework

**Support for Learners
Bar Charts and Benchmark Item Composition
All Students**

Description - Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus.



Benchmark Scores			
	Austin Community College	HSI/HACU Consortium	2005 Colleges
All Students	47.2	51.9	50.0

Support for Learners	
9b.	Providing the support you need to help you succeed at this college
9c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
9d.	Helping you cope with your non-academic responsibilities (work, family, etc.)
9e.	Providing the support you need to thrive socially
9f.	Providing the financial support you need to afford your education
13a.	Frequency: Academic advising/planning
13b.	Frequency: Career Counseling